Course Specifications

Course Title:	Graduation Project
Course Code:	ENGL 428
Program:	B.A. English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah University

Table of Contents

A. Course Identification

1. Credit hours:	

2. Course type

a.   University ☐   College ☐   Department ☒   Others ☐

b.   Required ☐   Elective ☐

3. Level/year at which this course is offered: Level 9/ 4th year

4. Pre-requisites for this course (if any):

ENGL. 411

5. Co-requisites for this course (if any):

None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6	20%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other	24	80%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	6
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	24
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

This course trains students to apply their knowledge from previous courses and put into practice their overall academic skills to search, explore, design and conduct a research or writing project. Students may choose a specific problem or issue in one of the three main language-related domains (linguistics, translation, or literature). The choice of the topic could be drawn on the student's performance in previous courses or it could be relevant to the students' orientations, interest or future work. Taking this course bridges the gap between theory and practice as it allows students to engage in the study of language various disciplines and enhance their knowledge and writing skills. A project supervisor is appointed to advise, guide and track the development of their students' projects. The number of advisee should not exceed five for each advisor and the time allowed to complete the project is one semester (15 weeks, 2 credit hours).
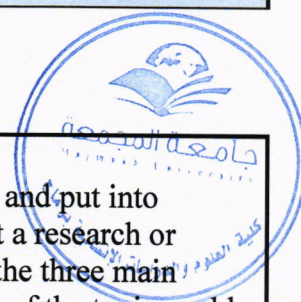
5	Students initial presentations: project title, description, motivation, aims.	2
6	Individual conference with students to discuss the advancements of their projects.	10
7	Submission of first draft.	2
8	Receive feedback	2
9	Oral or poster presentations of projects	2
10	Submission of final draft.	2
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Select a research design that is appropriate to a research topic.	Lecturing Individual conferences	Presenting chapters of the project
1.2	Plan a research project and set a road map for completing it.	Lecture and power point presentations	Providing a written outline of the project
1.3	Identify the complexities of attempting to put theory into practice.	Lecture and power point presentations	Observation and discussion
2.0	**Skills**		
2.1	Distinguish between a subject and a topic (narrowing it down as the project proceeds).	Power point presentations and whole group and small group discussion	Periodic reports on what has been achieved of the project
2.2	Collect, analyze, interpret data, and write a conclusion.	Individual conferences with instructors and attending online resources.	Written pieces of the project
2.3	Evaluate existing research and develop new ones.	Individual conferences with instructors and attending online resources	Periodic reports on what has been achieved of the project
2.4	Work in team and individually.	Group and individual work participation and presentation discussion Submission of written reports about the project	Periodic reports on what has been achieved of the project
2.5	Learn some important decision-making skills.	Power point presentations and whole group and	Periodic reports on what has been achieved of the project

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		small group discussion	
3.0	**Values**		
3.1	Use electronic journals and databases and contact institutions, firms, companies, and individuals for the purposes of doing the project.	Individual oral presentation	Individual assessment according to the effective oral and written pieces of the project.
3.2	Use search engines for collecting materials, reading the literature and making the project presentation.	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Abstract of proposed topic/ Title of the translated book	Week 1-2	10 %
2	10% of the project	Week 5	10 %
3	50% of the project	Week 8	20 %
4	85% of the project	Week 10	20 %
5	First draft	Week 12	30 %
6	Oral or poster presentation of the project	Week 13	10%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :
8 hours per course per week

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	-
Essential References Materials	o Berry, R.(1994). The Research Project: how to write it. London: Routledge. o Blexter et al. (1996). How to Search. Open university Press. o Griffee, D. T. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications, USA.

	o Neville, C. (2007) The Complete Guide to Referencing and Avoiding Plagiarism, New York : Open University Press.
Electronic Materials	o https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html https://sdl.edu.sa/SDLPortal/en/Publishers.aspx
Other Learning Materials	Online Journals and Articles

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• Lecture rooms well-equipped with teaching aids • Language labs • Library • Conference hall
Technology Resources (AV, data show, Smart Board, software, etc.)	• Laptop computer • Multimedia projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	• Peer evaluation • Class observations by supervisors

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for obtaining student feedback on effectiveness of teaching	Instructors and coordinators	By meetings and discussing that on a regular basis.
Other strategies for evaluation of teaching by the instructor or by the department	Peers	By doing peer-evaluating per course.
Processes for improvement of teaching	Course Coordinator Program Coordinator Quality Coordinator	o Training sessions, workshops to facilitate experience exchange among faculty members o Regular meetings to discuss and solve problems o Discussion of challenges in the classroom with colleagues and supervisors o Encouraging faculty members to attend professional

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		development conferences o Keeping up to date with pedagogical theory and practice o Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
Processes for verifying standards of student achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)	Quality Coordinator Program Coordinator	o Checking marking of a sample of examination papers either by a resident or visiting faculty member. o Arranging with another institution to have two common test items included on an exam and compare marks given. o Double-checking papers by a second reader in case of students who believe they are underrated.
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Review Committee	o Comparing syllabi and course description with other universities (including those on the net). o Holding bi-annual meetings of faculty members to discuss improvement. o Having a curriculum review committee to review the curriculum periodically and suggest improvements.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	19-3-1443 H.